Tools for Engaging Members with the *Roadmap*

There are many differences between facilitating the *Roadmap* with its target audience (middle-school aged youth) and with members (adults who are 17+). For more information on some of the specific differences, please see Differences between Facilitating with Members and Youth.

This resource is designed to give specific tools for facilitating the *Roadmap* with members. It is not an exhaustive list, and not all of the strategies outlined here may be useful for all teams. It can best be used to start thinking about and/or planning how to keep members engaged.

Introducing the Process

One of the most important ways to get members engaged is to start in a positive, enthusiastic way. Members' enthusiasm for the process is often directly related to how enthusiastic Project Supervisors, returning members, and team/CE leaders are from the beginning of the process.

Preparing to introduce CE to a team can be a process in and of itself. Depending on their learning styles (see Facilitating for Different Learning Styles), members may or may not need to see the big picture of CE before they can engage in the process. Members will also be coming from different backgrounds and may have varying ideas of what civic engagement is. A good introduction can help members start off enthusiastically while addressing those issues. For more detailed information about introducing CE to teams, please see Introducing Civic Engagement to Members.

Framing the Process

Each session of CE facilitation is an opportunity to build enthusiasm and ensure that members are engaged in the process. You can also take time before and after each session to ask for feedback on the process and check-in with members.

Strategies to Use during Facilitation

⇨ **Start each CE session with a review and highlights from the previous session(s).** Games and other fun activities can help review what's been covered and act as team-builders. They can also reinforce lessons learned about civic engagement, facilitation, and project planning.

⇨ **End each session with a debrief and a look ahead.** Session debriefs should be facilitated from a training of trainers viewpoint (see Debriefing Each CE Unit as a Team). Also look ahead to ensure that members stay focused on the goals of the process. Ask them if they're starting to think about possible issues to address or service projects (try to avoid any debate about potential issues or service projects until later in the curriculum). Ask if they're excited to work with youth and if they've thought about how they want to be involved in the youth portion.

⇨ **Take breaks from facilitation as necessary.** Repetition is built into the *Roadmap* for the middle-school age developmental stage. For members going through the curriculum, it may be helpful to spread facilitation out over a longer period of time and interject facilitation with service projects and/or trainings. CE-related trainings could include facilitation skills, project planning skills, or tools for working with middle-school aged youth. For example: If a team typically meets once a week, facilitation could be spread over 10-12 weeks instead of facilitating CE seven weeks in a row. Off-weeks could incorporate a mixture of service projects and other trainings.

⇨ **Supplement the curriculum and explore the concept of civic engagement at a deeper level.** Members may be interested in exploring civic engagement more deeply than the curriculum goes. Including additional readings, discussions, and activities along the same themes of the curriculum can be a good way to keep members engaged while giving them a deeper knowledge base from which to draw. Some possible supplemental readings and sources are available under the Additional Resources section of the CE Atlas.

Facilitating as a Training of Trainers

⇨ **Debrief each unit from a facilitative viewpoint.** What worked well about the facilitation? What may look different when facilitating with youth? What logistical details need to be noted for youth facilitation? (See Debriefing Each CE Unit as a Team for more information.)

⇨ **Provide facilitator's outlines for any supplementary or alternative activities used.** Include approximate activity length, supplies needed, and different possible uses or places to tie-in to the curriculum. Remember that all alternative activities not in the *Roadmap* need to be approved by WSC Program Coordinators prior to use.

⇨ **Give opportunities for members to practice facilitating.** Some teams do this by having all members facilitate different portions of the curriculum. For teams that are utilizing different methods of facilitation, opportunities can be created for members to get facilitation practice. Members could be given the task of facilitating team-builders on different days. They could also be assigned to facilitate the debriefing process on different days. If supplemental activities or discussions are incorporated, members could also facilitate those. Give members an opportunity to reflect on what they learned from their facilitation practice.

During Project Planning

The project planning phase varies widely from team to team. Some teams plan their service projects with just a few planning days while others take more time. The more drawn out project planning is, the more likely it is that you will need to take time to check in with members and make sure they are still engaged.

Strategies to Use during Project Planning

⇨ **Give members opportunities to reconnect as a team throughout project planning.** Members may be more task-focused during project planning, but providing them with chances to come together for games or teambuilding activities can help reinforce the community that was built during facilitation.

⇨ **Encourage members to push their comfort levels and build new skills.** Giving members opportunities to learn and grow can help keep members interested in the planning process. For some members, it may also increase stress. Be prepared and plan ahead to include activities that will help members feel more comfortable stepping outside of their comfort zones.

⇨ **Make sure that there is adequate project planning time for members.** Before facilitating Unit 6, know how much time (team meetings, etc.) that members will have available for project planning. Make sure members understand how much time they will have before they choose a project. Members should not have to serve outside of their normal service hours to plan their service project.

⇨ **Recognize members' achievements.** During project planning, members may be pushing themselves and building new skills. Celebrate the moments when members accomplish goals or push past barriers. Recognition can be simple at this point (the bigger recognition and celebration will take place in Unit 7).

Finishing the Member Process and Moving into the Youth Process

It's important to take the time to reflect and celebrate as members finish the process. Unit 7 provides the framework for this. Since members will be moving into the youth portion as they finish their process, it's important to keep enthusiasm high.

Strategies to Use to Build Enthusiasm for the Youth Process

⇨ **Incorporate an additional debrief that looks ahead to the youth portion.** Look at the whole process, using the questions from Debriefing Each CE Unit as a Team. What did members learn about civic engagement, project planning, and facilitation? What do they think youth can gain from the process?

⇨ **Recognize members' major accomplishments.** Include some of the achievements members made in pushing their comfort zones and building skills. Discuss whether youth could make similar accomplishments and how to establish an environment where youth are more likely to do so.

⇨ **Gauge members' enthusiasm for the youth portion.** Who is interested in doing what for the youth portion? Some members may be more excited about facilitating with youth while others may want to take a background role. If possible, give members the opportunity to choose what they will do during the youth process.